

Arizona's Pyramid Of Change Family & Community Engagement Professional Development



Raquel Alvara
Nichole Enriquez
Rosalva Lagunas

Agenda

- Principle 6: Comprehensive Needs Assessment (CNA)
- Research supporting Family & Community Engagement
- Strategies addressing Family & Community Engagement
- Schoolwide Family Engagement Rubric
- Next Steps in the Pyramid of Change

Comprehensive Needs Assessment

Principle 6 Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

6.1: Partnerships

6.2: Communication

6.3: Data Informed Decisions

Indicator			Element	Rate each element/question:				Indicator Average Score:
#	Description	Ideal Output		0	1	2	3	(Ideal = 3.00)
6.1	Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.	Achievement increases when students are immersed in a strong partnership built among all school and community members.	A. Are parents welcomed in the school and involved as volunteers to support students and school programs?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>Tacitly</div>	<div> <input type="radio"/> </div> <div>Yes</div>	<div> <input type="radio"/> </div> <div>Yes, warmly and actively</div>	<div> <div></div> </div> <div>0.00</div>
6.1			B. Are there meaningful opportunities for engagement with families and community to participate in school activities?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>Few</div>	<div> <input type="radio"/> </div> <div>Yes, some</div>	<div> <input type="radio"/> </div> <div>Yes, many</div>	
6.1			C. Are positive nurturing relationships built with students, parents, and community to improve inclusive practices?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>Few</div>	<div> <input type="radio"/> </div> <div>Yes, by many</div>	<div> <input type="radio"/> </div> <div>Yes, by all personnel</div>	
6.1			D. Does the school coordinate community resources for students, families, and the school to support the emotional, social and academic needs of students?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>Few</div>	<div> <input type="radio"/> </div> <div>Yes, some</div>	<div> <input type="radio"/> </div> <div>Yes, many</div>	
6.1			E. Is there a system established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>A few</div>	<div> <input type="radio"/> </div> <div>Yes, for some</div>	<div> <input type="radio"/> </div> <div>Yes, for all</div>	
6.1			F. Are positive and goal-oriented relationships that encourage parent involvement to heighten student achievement intentionally nurtured?	<div> <input type="radio"/> </div> <div>No</div>	<div> <input type="radio"/> </div> <div>A few</div>	<div> <input type="radio"/> </div> <div>Yes, some</div>	<div> <input type="radio"/> </div> <div>Yes</div>	

Comprehensive Needs Assessment



Which Elements are your Superpowers?

Comprehensive Needs Assessment



Why Are You Struggling With These Elements?

Comprehensive Needs Assessment



School

Families

Research

When parents are involved in the educational process of their children, students are more likely to:



Research



A Dual Capacity-Building Framework For Family-School Partnerships

Research

Linked to Learning

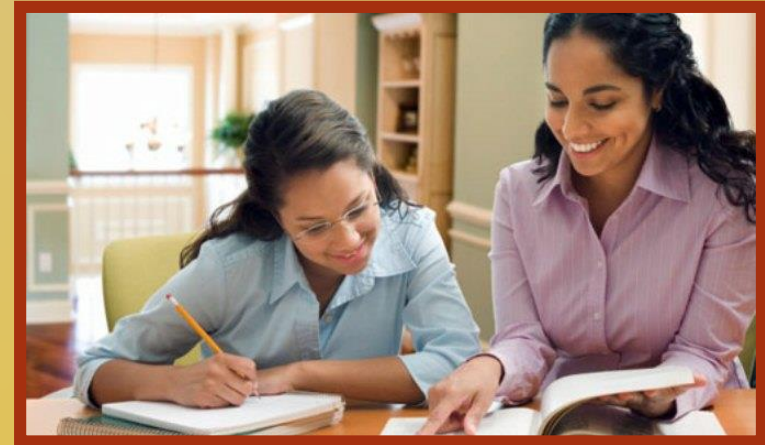


Dr. Karen Mapp-Open-House

Research

Characteristics of Effective Programs -Process Conditions

- **Linked to Learning**
- **Relational**



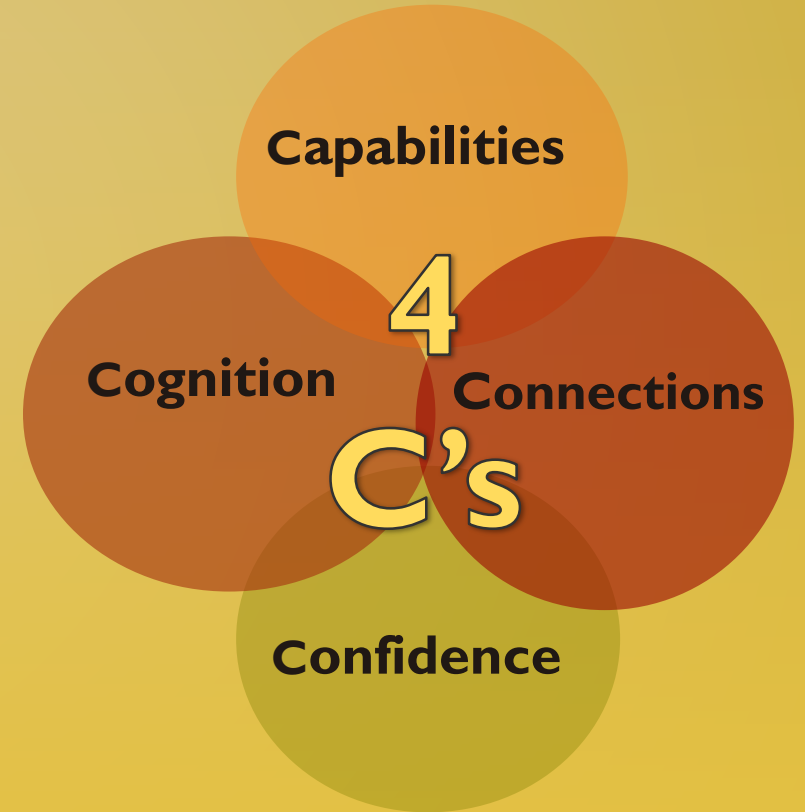
Research

Policy and Program Goals

4 C's

The 4C's of partnership capacity must be enhanced among district/school staff and families before effective home-school partnerships can be achieved and sustained.

The 4C's can also be used to measure and evaluate policy and program effectiveness.



Research

Policy and Program Goals

Capabilities

Human Capital:

Skills & Knowledge

*Schools need to be aware of what is available within the **community**.*

*They also need to focus on building trusting relationships with **families**.*



Research

Policy and Program Goals

Connections

The strong connections that staff and families make are crucial.

(Family-Teacher, Parent-Parent, and the connections with community services)



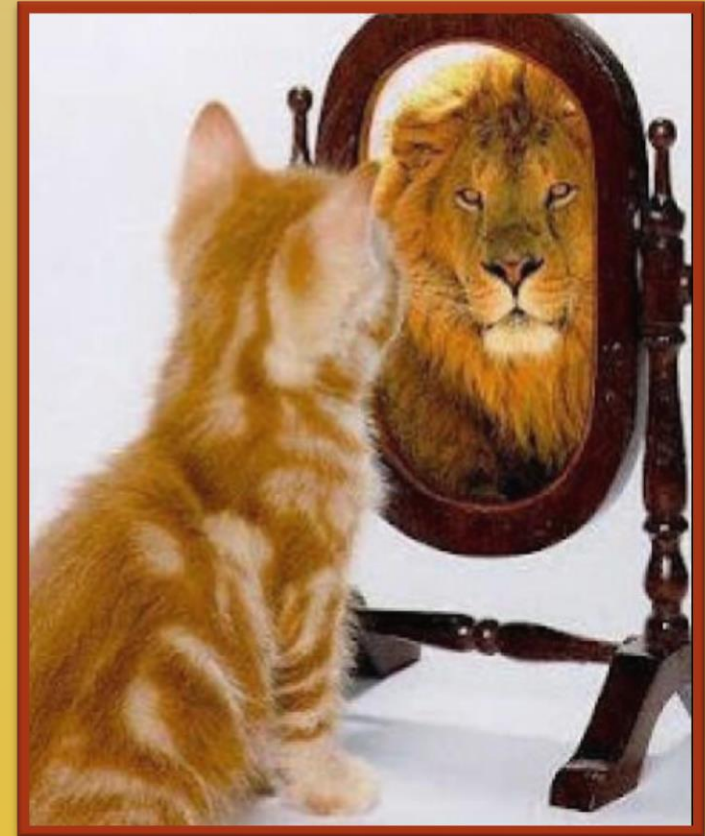
Research

Policy and Program Goals

Confidence

Individual Level of Self-Efficacy

The sense of comfort related to partnership needs to be present.



Research

Policy and Program Goals

Cognition

Assumptions, Beliefs, and Worldview

- *School staff needs to have a commitment in working as **partners** with families. The value of this is improving student learning.*
- *Families need to see themselves as **partners** in their children's education.*



3 Strategies: Schoolwide Family Engagement Rubric

1.



2.



3.



Schoolwide Family Engagement Rubric Activity



Schoolwide Family Engagement Rubric Discussion



Arizona's Pyramid Of Change

Family & Community Engagement

Professional Development



Models/Programs Addressing Family & Community Engagement



Arizona's Pyramid Of Change

Family & Community Engagement

Professional Development



Raquel Alvara

602-364-3452

Raquel.Alvara@azed.gov

Nichole Enriquez

602-542-5268

Nichole.Enriquez@azed.gov

Rosalva Lagunas

602-542-7894

Rosalva.Lagunas@azed.gov